R E P O R T R E S U M E S

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PERCEPTIONS OF THE ELEMENTARY SCHOOL COUNSELOR.

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ASSOCIATION OF COUNSELOR EDUCATORS AND SUPERVISORS

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FACTORS ASSOCIATED WITH THE ROLE AND FUNCTION OF THE ELEMENTARY SCHOOL COUNSELOR AS THEY WERE PERCEIVED BY SELECTED ELEMENTARY SCHOOL COUNSELORS, ELEMENTARY SCHOOL PRINCIPALS, COUNSELOR EDUCATORS, AND STATE SUPERVISORS IN THE SOUTHERN ASSOCIATION FOR COUNSELOR EDUCATION AND SUPERVISION (SACES) REGION WERE IDENTIFIED. THREE INSTRUMENTS WERE DEVELOPED. THE FIRST, A QUESTIONNAIRE OF 143 ITEMS DENOTING COUNSELOR FUNCTIONS, SOUGHT TO CLASSIFY POSSIBLE ROLES PERFORMED BY ELEMENTARY SCHOOL COUNSELORS. THE SECOND INSTRUMENT CONSISTED OF 120 ACCEPTABLE ITEMS, RETAINED FROM THE ADMINISTRATION OF THE FIRST INSTRUMENT, WHICH WERE RATED ON A NINE-POINT THURSTONE TYPE SCALE ACCORDING TO THEIR IMPORTANCE. THE FINAL INSTRUMENT, THE ELEMENTARY SCHOOL COUNSELOR QUESTIONNAIRE, DETERMINED THE OPINIONS OF THE PARTICIPATING GROUPS CONCERNING THE ELEMENTARY SCHOOL COUNSELOR'S FUNCTIONS IN GRADES 1 TO 6, INCLUSIVELY, BY MEANS OF 84 PAIRED COMPARISONS. COUNSELOR FUNCTIONS WERE RATED AS FOLLOWS--(1) COUNSELING ACTIVITIES, (2) CONSULTANT, (3) GUIDANCE, (4) TEACHER, (5) SOCIAL WORKER, (6) PSYCHOLOGIST-PSYCHOMETRIST, AND (7) ADMINISTRATOR. PRINCIPALS THOUGHT COUNSELING FUNCTIONS LESS IMPORTANT THAN DID OTHER GROUPS. EDUCATORS AND SUPERVISORS RATED CONSULTANT ACTIVITIES AS SECOND IN IMPORTANCE, WHILE COUNSELORS AND EDUCATORS VIEWED TEACHING AS SECOND. ONLY EDUCATORS RATED SOCIAL WORK WITH LOW PRIORITY. THIS PAPER WAS PRESENTED AT THE SACES CONFERENCE (NEW ORLEANS, OCTOBER 11, 1966). (PR)

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PERCEPTIONS OF THE ELEMENTARY SCHOOL COUNSELOR

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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F O R E W O R D

A great deal of emphasis is now being given to guidance in the elementary schools of the Nation. Research is being conducted in many areas relative to the role and functions, and preparation of the elementary school counselor.

In the summer of 1965, Dr. Robert Stripling, then President of ACES, suggested that some small groups in the SACES Region might study some of the aspects of elementary guidance and report to the Region on these studies.

A committee was established consisting of the writer, as chairman, Mr. Billy Braden, then Supervisor of Program Development and Research, Kentucky Department of Education, Dr. Carr Foster, Assistant Professor, College of Education, University of Kentucky, and Mrs. Helen McDowell, Elementary School Counselor at Fort Knox, Kentucky. The committee elected to conduct a study of the perceptions role and functions of the elementary school counselor as held by selected elementary school counselors, their principals, counselor educators, and state supervisors.

This study does not purpose to delineate the role and functions, but it does provide data from the cooperating groups which should be beneficial in the further development of the role and functions of the elementary school counselor.

Appreciation is extended to all those who cooperated in the research. Special appreciation is extended to Dr. Harold Cottingham for his assistance to the committee in the initial planning stages of the study; to Dr. Carr Foster for his assistance on research design; and to Mr. Billy Braden who did most of the work relating to the study.

Kearney Campbell

Dr. Kearney Campbell, Chairman
The Kentucky Committee

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PURPOSE

The primary purpose of the study was to identify the factors associated with the role and function of the elementary school counselor as they were perceived by selected elementary school counselors, elementary school principals, counselor educators, and state supervisors in the SACES Region.

METHOD AND RESULTS

Three instruments were developed for studying the role and function of the elementary school counselor (Foster, 1965).

The first questionnaire consisting of 143 items denoting counselor functions sought to classify possible roles performed by elementary school counselors. Ten advanced graduate students enrolled in guidance and counseling at a major university were asked to classify each of the 143 items as falling within one of seven role types.

The second instrument consisted of 120 acceptable items retained from the administration of the first instrument. The second set of judges, consisting of 50 subjects randomly selected from the total sample, were asked to rate the degree of importance they would accord the items as legitimate responsibilities of the elementary school counselors. They were asked to score the items on a nine-point Thurstone type scale, ranging from "very important activity" with a value of nine points to "not an important activity" with a value of one point.

The final instrument, the Elementary School Counselor Questionnaire, was used to determine the opinions of the participating groups in the SACES Region concerning the elementary school counselor's

functions in grades one to six inclusive. Paired comparisons were made of all "type activities" according to the rating given each activity, resulting in 84 paired comparisons, each pair of equal importance of functions of the elementary school counselor.

This questionnaire was then administered to the four selected groups of educators in the SACES Region. The four selected groups were: elementary school counselors, elementary school principals, counselor educators, and state supervisors (see Table 1).

TABLE 1

DESCRIPTION OF SAMPLE

Educator Group	Number Selected	Number of Respondents	Percent of Response
Elementary School Counselors	59	57	96.6
Elementary School Principals	65	41	63.1
Counselor Educators	55	31	56.4
State Supervisors	12	12	100.0

The selected counselors and principals were working in schools with Elementary School Guidance Demonstration Programs being conducted under the provisions of Title V-A, NDEA. The educators were asked to select from the pairs of statements in the questionnaire the one statement they believed to be the most legitimate responsibility of the elementary school counselor.

The Kuder Richardson Formula #21 was applied to the data to determine reliability. This technique yields a coefficient of internal consistency (Downey and Heath, 1965). All activities were reliable at the .01 level of significance. Also, the data were subjected to the z test of difference between the means of all groups and all activities. The .01 level of significance was also used for these tests (see Table 2).

TABLE 2

SUMMARY OF MEANS

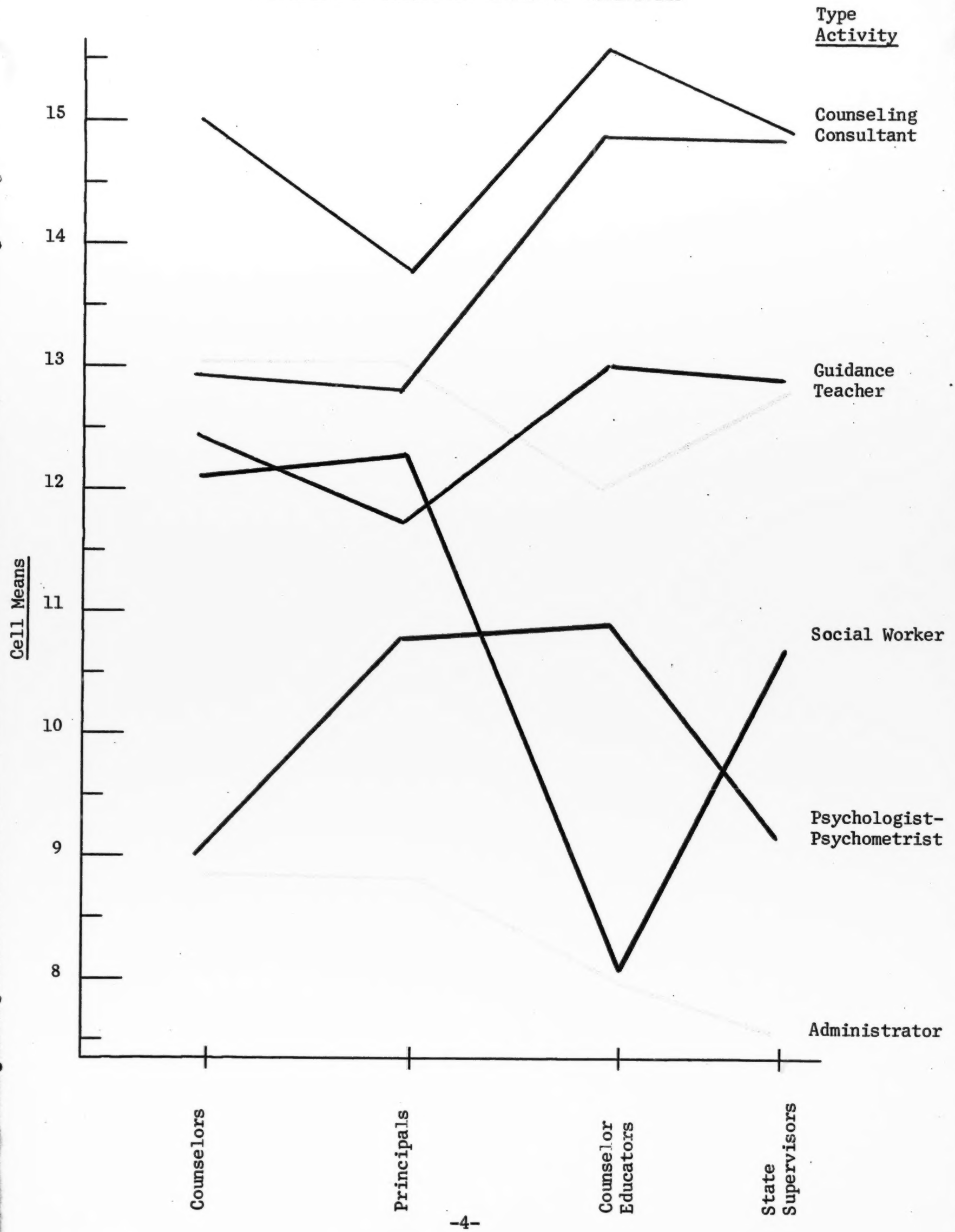
Type Activities	Elementary Counselors	Elementary Principals	Counselor Educators	State Supervisors
Teacher	13.14	13.17	12.10	13.10
Administrator	8.93	8.88	8.10	7.58
Counseling	15.11*	13.90	15.61*	15.01*
Consultant	13.01	12.90	15.45*	15.00*
Guidance	12.49*	11.85	13.19*	13.08*
Social Worker	12.30*	12.44*	8.29	10.83*
Psychologist-Psychometrist	9.28	10.85	11.26	9.42

*Significant at the .01 level.

Table 2 shows the means of all Educators according to their perception of the importance of the type activities elementary counselors should perform.

Figure 1 is a geometric representation of the type activities for each of the groups of educators (see page 4).

FIGURE 1
PROFILES FOR GROUPS AT LEVELS OF ACTIVITIES



FINDINGS

Total group comparisons indicated that counseling type activities were of utmost importance as functions of the elementary school counselor. Consultant, guidance, and teacher type activities were rated next in importance. Social worker and psychologist-psychometrist type activities were rated a weak fifth and sixth. Administrator type activities were rejected by all groups.

Elementary school counselors, counselor educators, and state supervisors were significantly different from elementary principals in the importance placed on the elementary school counselor conducting counseling type activities.

Counselor educators and state supervisors perceived consultant type activities as being of second in importance for the elementary school counselor to perform. Elementary school counselors and elementary school principals viewed teacher type activities as being of second in importance for the elementary school counselor to perform.

Elementary counselors, counselor educators, and state supervisors viewed guidance type activities as third in importance of the functions to be performed by elementary school counselors.

Elementary principals differed significantly from the other educators in ther perception of guidance type activities as being less important functions of an elementary school counselor.

Elementary principals differed significantly in that they viewed consultant type activities as being the third most important of the functions to be performed by elementary school counselors.

There was no significant difference between educators on teacher, administrator, and psychologist-psychometrist type activities.

APPENDIX - ELEMENTARY SCHOOL COUNSELOR QUESTIONNAIRE

Instructions: Select from the following pairs of statements the one statement you believe to be the most legitimate responsibility of the elementary school counselor. You may like both statements or you may not prefer either, but please select one and mark it with an X on the separate answer sheet provided. Please return only the answer sheet in the self-addressed envelope provided.

1. a. Check and keep attendance records.
   b. Organize "class mixers" as a get-acquainted program.

2. a. Score all achievement tests.
   b. Provide individual conferences in which pupils might discuss their future goals and plans.

3. a. Score all personality tests.
   b. Prepare news articles on outstanding students.

4. a. Record the test results in the cumulative folders.
   b. Sponsor certain extra-curricular activities.

5. a. Interpret to each individual the meaning of his interest inventory results.
   b. Prepare pupils for the next higher grade by group discussion or visits to the classrooms.

6. a. Develop and teach a unit on how to study.
   b. Help children who need them obtain glasses, hearing aids, clothes, food and other essentials.

7. a. Develop and teach a unit on the world of work.
   b. Hand out materials on educational information.

8. a. Administer achievement tests.
   b. Arrange for classroom talks by certain parents, who take pride in their work, as a method of studying occupations.

9. a. Interpret to each individual the meaning of his interest inventory results.
   b. Develop a mental health unit in which children discuss or write about their fears, angers and problems.

10. a. Develop local norms for standardized tests given in the school.
    b. Conduct in-service education for staff members regarding the effective use of school records.

11. a. Meet with small groups of children on a regular basis who have some problem in common.
    b. Assist in promotion and retention decisions with a view for considering the best thing for the child.

12. a. Test any new pupils who transfer to the school without adequate ability and achievement test results.
    b. Conduct in-service education for staff regarding the testing program in the school.

13. a. Conduct case conferences with teachers and administrators with referral as the potential objective.
    b. Make observations and write anecdotal records on pupils.

14. a. Interpret to individual pupils their achievement test results.
    b. Check on low scores by re-test when low scores are unusual.

15. a. Provide individual conferences in which pupils might discuss their future goal and plans.
    b. Arrange for parent conferences to discuss a child's needing help in terms of a special class or welfare referral due to conditions in the child's home.

16. a. Conduct individual conferences for all children in which they may discuss matters of concern or of interest to them.
    b. Refer children to welfare agencies.

17. a. Involve pupils in self-appraisal activities so they may better know their own strong and weak points.
    b. Discuss referral sources and procedures with the staff.

18. a. Provide individual conferences for those children who wish to discuss the sociometric results and peer relationships.
    b. Refer children for psychiatric help.

19. a. Develop local norms for standardized tests given in the school.
    b. Visit the home of pupils presenting attendance problems.

20. a. Conduct research regarding the guidance services.
    b. Refer children to be screened for special classes for the gifted by individual testing.

21. a. Conduct an individual conference with each child at the beginning of the year as well as individual conferences with new children transferring into the school during the year.
    b. Conduct parent conferences to discuss the home or family problems which are affecting the child's school adjustment.

22. a. Provide the teacher with home-family information.
    b. Refer children for psychiatric help.

23. a. Do diagnostic work with children presenting problems.
    b. Periodically check on student grades and test scores to locate underachievers for counseling.

24. a. Make observations and write anecdotal records on pupils.
    b. Discuss with groups of parents the meaning of school ability test results.

25. a. Provide individual counseling on a continuing basis for those children presenting learning or adjustment difficulties.
    b. Develop a good working relationship with all school workers.

26. a. Administer sociometric inventories to some classes.
    b. Be responsible for coordination of the school's testing program.

27. a. Refer children to the school nurse.
    b. Prepare statistical summary of group test results.

28. a. Aid teachers by testing those absent during scheduled standardized testing.
    b. Administer school ability tests (I.Q.).

29. a. Assist in the preparation of teaching materials that will help children develop the attitude that all honest occupations are worthy of respect.
    b. Refer children to the speech therapist.

30. a. Provide in-service education for staff regarding orientation services.
    b. Interpret to each individual pupil his school ability test results.

31. a. Meet with parent groups to acquaint them with the various aspects of the school.
    b. Conduct an in-service education program for the staff in the area of pupil appraisal.

32. a. Plan group sessions to help the children to better understand and cope with their emotions.
    b. Assist the teacher in evaluating children for ability grouping.

33. a. Conduct parent conferences to better acquaint them with the school and to develop a good home-school relationship.
    b. Use group test results for diagnostic purposes.

34. a. Prepare pupils for the next higher grade by group discussion or visits to the classrooms.
    b. Analyze the implications of the ability and achievement test results to help improve instruction in the school.

35. a. Discuss with the class the meaning of achievement test results
    b. Conduct a survey of needs and interests of the pupils.

36. a. Conduct follow-up studies of pupils after they have moved away or into the higher grades.
    b. Refer children to welfare agencies.

37. a. Be responsible for developing the school's testing program.
    b. Conduct parent conferences to discuss the academic progress of their children.

38. a. Plan and coordinate the school orientation program.
    b. Visit the home of pupils presenting behavioral problems.

39. a. Conduct case studies of pupils with family and environmental problems.
    b. Interpret to individual parents their child's school ability test results.

40. a. Conduct an in-service education program for staff members regarding mental health in the classrooms.
    b. Interpret to individual parents upon request their child's personality test results.

41. a. Conduct case conferences with teachers and administrators with referral as the potential objective.
    b. Counsel with parents of especially capable children, regardless of grade level, to stimulate interest in higher education.

42. a. Discuss with classes or groups their future educational plans.
    b. Summarize and interpret to the teacher, sociogram results.

43. a. Help children obtain glasses, hearing aids, clothes, food and other essentials.
    b. Conduct research on the instructional program.

44. a. Plan field trips to stimulate interest in the world of work.
    b. Conduct research regarding services provided by the school.

45. a. Utilize play therapy and art work for tension release values with younger children in group sessions.
    b. Hand out materials on career information.

46. a. File records of anecdotes written in the student's cumulative record.
    b. Be responsible for maintaining the occupational and educational informational files.

47. a. Administer personal data blanks and autobiographies as student appraisal devices.
    b. Visit the home of pupils presenting economical problems.

48. a. Keep each pupil's cumulative record up to date.
    b. Discuss with groups of parents the meaning of interest inventory test results.

49. a. Assist in the preparation of teaching materials that will help children develop the attitude that all honest occupations are worthy of respect.
    b. Administer all personality tests.

50. a. Discuss the meaning of occupational interest inventory test results with classes.
    b. Make a visit to each child's home at least once during the year to better understand his total environment.

51. a. Interpret to each individual pupil his school ability test results.
    b. Conduct parent conferences to better acquaint them with the school and to develop a good home-school relationship.

52. a. Meet with parent groups to acquaint them with the various aspects of the school.
    b. Interpret to individual parents their child's school ability test results.

53. a. Interpret to each individual the meaning of his interest inventory results.
    b. Conduct research on the instructional program.

54. a. Meet with parent groups to acquaint them with the various aspects of the school.
    b. Conduct individual conferences for all children in which they may discuss matters of concern or of interest to them.

55. a. Keep each pupil's cumulative record up to date.
    b. Visit the home of pupils presenting economical problems.

56. a. Schedule special classes for students such as remedial, speech correction, etc.
    b. Help children who need them obtain glasses, hearing aids, clothes, food and other essentials.

57. a. Hand out materials on career information.
    b. Assist the teacher in the preparation of teaching materials that will help children develop the attitude that all honest occupations are worthy of respect.

58. a. Conduct an individual conferences with each new child at the beginning of the year as well as individual conferences with new children transferred into the school.
    b. Conduct case studies of pupils presenting special learning or adjustment problems.

59. a. Provide counseling for discipline-problem students.
    b. Conduct research regarding the guidance services.

60. a. Plan group sessions to help the children to better understand and cope with their emotions.
    b. Conduct a survey of needs and interests of the pupils.

61. a. Order test from publishers.
    b. Hand out materials on educational information.

62. a. File records of anecdotes written in the student's cumulative record.
    b. Secure outside speakers on "occupational information" to come in and speak to class.

63. a. Conduct parent conferences to better acquaint them with the school and to develop a good home-school relationship.
    b. Aid teachers by testing those absent during scheduled standardized testing.

64. a. Keep each pupil's cumulative record up to date.
    b. Score all personality tests.

65. a. Meet with parent groups to acquaint them with the various aspects of the school.
    b. Check on low scores by re-test when low scores are unusual.

66. a. Score all occupational interest inventories.
    b. Plan field trips to stimulate interest in the world of work.

67. a. Visit the home of children who are missing school because of economic problems.
    b. Conduct research on the instructional program.

68. a. Meet with parent groups to acquaint them with the various aspects of the school.
    b. Refer children to welfare agencies.

69. a. Discuss with the class the purposes of their cumulative records.
    b. Plan field trips to stimulate interest in the world of work.

70. a. Assist the teacher in the appraisal of pupils.
    b. Conduct parent conferences to discuss the home or family problems which are affecting the child's school adjustment.

71. a. Interpret to individual parents their child's achievement test results.
    b. Interpret to individual parents their child's personality test results.

72. a. Help children who need them obtain glasses, hearing aids, clothes, food and other essentials.
    b. Teach children methods for effective studying.

73. a. Develop and teach units on social and emotional adjustment.
    b. Visit the home of children who are missing school because of economic problems.

74. a. Interpret to individual parents upon request the meaning of their child's occupational interest inventory test results.
    b. Administer personality tests.

75. a. Make recommendations for curriculum change.
    b. Find and evaluate reading materials and films which will broaden children's perspective of the world of work.

76. a. Be responsible for maintaining the occupational and educational informational files.
    b. Assist in the preparation of teaching materials that will help children develop the attitude that all honest occupations are worthy of respect.

77. a. Involve pupils in self-appraisal activities so they may better know their own strong and weak points.
    b. Refer children to be screened for special classes for the gifted by individual testing.

78. a. Refer children to the school psychologist.
    b. Refer children for psychiatric help.

79. a. Assist in the preparation of teaching materials that will help children develop the attitude that all honest occupations are worthy of respect.
    b. Visit the home of pupils presenting attendance problems.

80. a. Provide the teacher with home-family information.
    b. Conduct case conferences with teachers and administrators with referral as the potential objective.

81. a. Discuss referral sources and procedures with the staff.
    b. Arrange for parent conferences to discuss a child needing help in terms of a special class or welfare referral due to conditions in the child's home.

82. a. Provide the teacher with home-family information.
    b. Conduct an individual conference with each child who is not achieving well in school.

83. a. Refer children to welfare agencies.
    b. Test any new pupils who transfer to the school without adequate ability and achievement test results.

84. a. Check on low scores by re-test when low scores are unusual.
    b. Arrange for parent conferences to discuss a child needing help in terms of a special class or welfare referral due to conditions in the child's home.

Note:

Any discussion of item or items in this questionnaire may be written on the back of the answer sheet. We welcome any comments you may have on the subject of the role of the elementary school counselor.

Again, we would like to thank you for your time and trouble.

ANSWER SHEET

Name:_____ Position:_____

School:_____ Address:_____

1. a.___ b.___	18. a.___ b.___	35. a.___ b.___	52. a.___ b.___	69. a.___ b.___
2. a.___ b.___	19. a.___ b.___	36. a.___ b.___	53. a.___ b.___	70. a.___ b.___
3. a.___ b.___	20. a.___ b.___	37. a.___ b.___	54. a.___ b.___	71. a.___ b.___
4. a.___ b.___	21. a.___ b.___	38. a.___ b.___	55. a.___ b.___	72. a.___ b.___
5. a.___ b.___	22. a.___ b.___	39. a.___ b.___	56. a.___ b.___	73. a.___ b.___
6. a.___ b.___	23. a.___ b.___	40. a.___ b.___	57. a.___ b.___	74. a.___ b.___
7. a.___ b.___	24. a.___ b.___	41. a.___ b.___	58. a.___ b.___	75. a.___ b.___
8. a.___ b.___	25. a.___ b.___	42. a.___ b.___	59. a.___ b.___	76. a.___ b.___
9. a.___ b.___	26. a.___ b.___	43. a.___ b.___	60. a.___ b.___	77. a.___ b.___
10. a.___ b.___	27. a.___ b.___	44. a.___ b.___	61. a.___ b.___	78. a.___ b.___
11. a.___ b.___	28. a.___ b.___	45. a.___ b.___	62. a.___ b.___	79. a.___ b.___
12. a.___ b.___	29. a.___ b.___	46. a.___ b.___	63. a.___ b.___	80. a.___ b.___
13. a.___ b.___	30. a.___ b.___	47. a.___ b.___	64. a.___ b.___	81. a.___ b.___
14. a.___ b.___	31. a.___ b.___	48. a.___ b.___	65. a.___ b.___	82. a.___ b.___
15. a.___ b.___	32. a.___ b.___	49. a.___ b.___	66. a.___ b.___	83. a.___ b.___
16. a.___ b.___	33. a.___ b.___	50. a.___ b.___	67. a.___ b.___	84. a.___ b.___
17. a.___ b.___	34. a.___ b.___	51. a.___ b.___	68. a.___ b.___	

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